Strategies

**ELPS** 

Time Allocations

# ILLP Implementation Training

Attachment A



Differentiation

Assessment



ELL Boot Camp September 2014

# Agenda

- Required Forms
  - ILLP
  - Attachment A
  - Attachment B
- ILLP Planning Phase
- ILLP Implementation Phase
  - Differentiation for Effectiveness

# Background on ILLPs

The ILLP language was included in the SEI Models to address the special circumstance created at schools with low numbers of ELL students where it is not fiscally feasible to provide SEI classrooms for the few number of students.

# Authority

"Schools with 20 or fewer ELLs within a three grade span (including kindergarten), may provide instruction through the development of Individual Language Learner Plans (ILLPs) created for each ELL. Scheduling and time allocations in the ILLPs must meet the requirements of the scheduling and time allocations specified herein for elementary or Middle and High School as appropriate for each ELL"

(Structured English Immersion ELD Models, 9/15/07)

### www.azed.gov/english-language-learners

### JISH LANGUAGE LEARNERS

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SEI Models

ELD Title III | OELAS Conference | PELL | About Us T | Contact Us |

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#### Overview

The Office of English Language Acquisition Services (OELAS) is committed to

providing guidance, assistance charter schools charged with learner (ELL) population by

#### What's New:

- ELD Professional Devel
- OELAS ELL Connection

#### Hot Topics:

- 2014 Arizona ELL Teach
- Arizona's A-F Letter Grade Accountability System 2014 ELL Point Criteria
- SEI Budget 2014-2015
- Directive Regarding the AZELLA Resolution Agreement

#### OELAS Website At-A-Glance:

- Announcements / Memorandums
- Arizona English Language Learn sessment (AZELLA)
- Arizona State Board of Education proved SEI Endorsement Training
- Articles of Interest and Useful Live
- English Language Leamer (ELL) Fon
- **ILLP Implementation Documents**
- Parent Information
- Structured English Immersion (SEI) Models
- Title III



FAQ









K-12 ACADEMIC



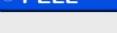
Move On When Reading















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You are here: Home / ILLP Implementation Documents

#### **ILLP Implementation Documents**

#### REQUIRED DOCUMENTATION

- ILLP Document
- Attachment A
- Attachment B

#### GUIDANCE DOCUMENT

Guidance Document (complete with all required documentation)

Sample of Language Development Strategies in the Content Area

- Language Development Strategies in Math
- Language Development Strategies in Science
- Language Development in Social Studies



UPCOMING EVENTS





#### 2012 OELAS Conference – ELLs: Transitioning to Tomorrow

2012 OELAS Conference-ELLs:

Transitioning to Tomorrow Registration

and ... [Read More...]

Trainings



A - Z All Programs

# ILLP Documents

There are THREE required documents that must be completed.

### 1. Individual Language Learner Plan (ILLP) Document

Completed in consultation between parent/guardian, English/language arts teacher, mainstream teacher(s) who will be involved in the instruction based on the ILLP, ELL Coordinator, and a site administrator. This will constitute the ILLP team. To be completed as per Parent Notification time requirements (NCLB Sec. 3302a). Cannot be altered-written annually- signed by all on ILLP team.

#### 2. Attachment A

Sample provided by ADE, or may be modified by LEA, but must have all components identified on the sample document. To be completed as per Parent Notification time requirements (NCLB SEC. 3302a). Written with the ILLP in the beginning of the year, but reviewed or revised quarterly- signed by all teachers named on the Attachment A.

#### 3. Attachment B

Sample provided by ADE, or may be modified by LEA, but must have all components identified on the sample document. Written at the end of each quarter. Reflects progress toward current Attachment A Performance Indicators.

### Individual Language Learner Plan (ILLP) Required Documentation

Student Name:  School:  Grade:  SAIS Number:	Date: District: Date of Birth
This ILLP is for the exclusive use of schools with 20 or fewer Enthree-grade span (including kindergarten for counting put teacher(s) who will be involved.  The ILLP will be written after consultant teacher(s) who will be involved.  This will comprise the second secon	t of the
Atth reporting p	period) by the teachers administering the ing the progress of the student during
Most current student AZELLA overall proficiency level (circle one):  Date: Pre-Emergent/Emergent Basic Intermediate	
Previous AZELLA result(s) (circle one):	
Date: Pre-Emergent Emergent Basic Intermed	
English language learners (ELLs) must receive instruction based on all (unless using exceptions for Middle/High School).	time allocations in the SEI Models
This differentiated instruction will be provided by using the Arizona Er Standards. Time allocations for all grade and proficiency levels are list	

For kindergarten classes operating on a half-day basis, the time allocations are proportionately reduced.

#### ALL GRADE AND PROFICIENCY LEVELS

60 minutes Oral English/Conversation and Vocabulary

60 minutes Reading 60 minutes Writing

Documentation also required:

Attachment A (may be altered by

- Documents the teacher
- Documents th instr

s is the back of the ILLP

ae the

Standards and Performance

aocument progress of the English language learner. cordance with reporting period).

Arizon

es materials and instruction to be in English. (A.R.S. §15-751. Definitions 2 and 5).

Arizona law requires schools to teach English. (A.R.S. §15-752. English language education).

The goal set forth in Arizona law is that ELLs should become English proficient in a period not normally intended to exceed one year. (A.R.S. §15-752. English language education).

Classroom English/language arts teacher Date Date Parent/Guardian ELL Coordinator Date Site Administrator Date

## | \*SAIS ID #: | \*AZELLA Overall Proficiency Level:

individual Language Learner Tian (ILLI) - Attachment A								
*Student Name:	*SAIS ID #:		*AZELLA Overall Proficiency Level:					
			*AZELLA Da					
*ILLP Teacher Signature/Date:	*ILLP Teacher	Signature/Date:	*ILLP Teacher Signature/Date: *ILLP Teacher		*ILLP Teacher Signatu	r Signature/Date:		
*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	Highly Performance Indicators to be Covered		*Target Date		
*Oral English/Conversation and Vocabulary	*60 minutes		Y N					
*Reading	*60 minutes		Y N					
*Writing	*60 minutes		Y N					
*Grammar	*60 minutes		Y N					

Revised: June 2013

Original Document placed in student's cumulative file.
cify content area Copy to identified ILLP classroom teacher(s)

<sup>\*</sup> Indicates required information to be included Original Docum
\*\* Indicates if content Highly Qualified / specify content area

# ATTACHMENT B WHAT SHOULD BE INCLUDED?

- This document is used to update assessment (formative and any other data) information used to show the progress of the English language learner.
- This document will be updated quarterly (or in accordance with reporting period) for each student.

#### ILLP Progress Report - Attachment B

\*Name

\*Recommendations:

Revised: November 2011

\*SAIS ID #\_

Quarter: 1 *Date:	*Teacher Signature: (Classroom/Language Arts/English teacher)
ormative Assessments Used and Results:	
ecommendations:	
decommendations:	is Att
	This is Att
Quarter: 2 *Dat	This is Att
Recommendations:  Quarter: 2 *Dat  Formative Assessments t	This is Att

\* Indicates required information

#### ILLP Progress Report (cont.)

*Quarter: 3	*Date:	*Teacher Signature: (Classroom/Language Arts/English teacher)
*Formative Asses	sments Used and Resul	ts:
	*B	
me	n	
TIL		

*Quarter: 4 *Date:	*Teacher Signature:
	(Classroom/Language Arts/English teacher)
l	
*Formative Assessments Used and Results:	
*Recommendations:	

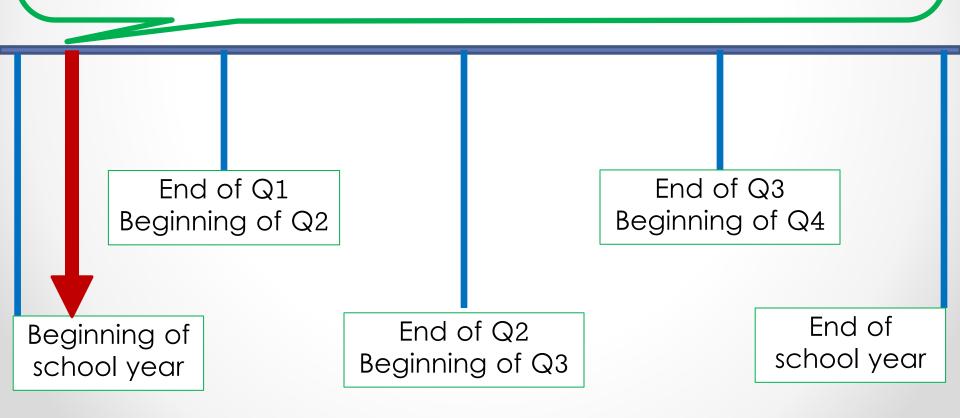
Revised: November 2011 \* Indicates required information

## PLANNING PHASE

## **Overall Important Considerations**

- Administration should be selective when assigning mainstream teachers to provide the instruction for ELLs on an ILLP.
- All teachers instructing ELLs through an ILLP must be highly qualified in their respective area(s).
- The Language Arts teacher(s) will collaborate on the writing of the ILLP with other teachers working with ELLs on an ILLP.
- If a teacher is responsible for two (2) of the time allocations on the ILLP, the student's class schedule will identify two class periods of instruction with that specific teacher.

Within 30 days I need to have an ILLP completed and signed by parent, site administrator, and ELL coordinator. At this time, I should have the Attachment A completed and filled out for each time allocation. Every teacher listed on the Attachment A must sign across the top of Attachment A as well.



# Choosing ELP Standards and Performance Indicators For ILLPs

- Identify ELL's subtest proficiency level (based on AZELLA report)
  - Identify the ELL's needs based on additional data available for each student
  - Determine which level of Performance Indicator should be placed on Attachment A
- Identify which ELP Domain/Language Strand to pull Performance Indicators from to create goals for each time allocation
  - Review ELP Performance Indicators that contribute to Content Standards to target specific matches

## **SEI Time Allocations**

for All Grades and All Proficiency Levels

Time Allocation	Oral English/ Conversation and Vocabulary  60 minutes	Grammar 60 minutes	Writing 60 minutes	Reading 60 minutes
Standards to Use	Listening & Speaking Domain -and- Language Strand Standard 2: Vocabulary	Language Strand Standard 1: Standard English Conventions	Writing Domain	Reading Domain

# Attachment A WHAT SHOULD BE INCLUDED?

- This document must be completed and <u>signed by all teachers</u> responsible for instruction.
- ELP Standards and Performance Indicators must be identified for each time allocation.
  - Teachers strategically identify the ELP Standard(s) and Performance Indicators that will be used for differentiated instruction of ELLs in the mainstream classroom.
  - Remember Attachment A goals/ performance indicators should...
    - Be realistic, but with high expectations
    - Be the result of a collaborative effort between teachers on the ILLP

# Attachment A WHAT <u>else</u> SHOULD BE INCLUDED?

- Goal should be achievement of Performance Indicators at the <u>High Intermediate</u> proficiency level.
- It is recommended that each ILLP area address <u>four to five Performance Indicators</u> selected for each quarter (or in accordance with reporting period).
- Must be <u>reviewed quarterly</u> (or in accordance with reporting period).

Individual Language Learner Plan (ILLP) – Attachment A							
*Student Name: Moby Toby	*SAIS ID #: 1234	1567	*AZELLA Overall Proficiency Level: *AZELLA Date: Intermediate 2/2/14				
*ILLP Teacher Signature/Date:	*ILLP Teacher	Signature/Date:	*ILLP Teache	r Signature/Date:	*ILLP Teacher Signatu	re/Date:	
Harriet Breeze							
*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	Highly Performance Indicators to be Covered		*Target Date	
*Oral English/Conversation and Vocabulary	*60 minutes	Harriet Breeze	YN	III-LS-1:HI-2: summarizing main ideas/concepts and supporting details from read alouds (fiction and nonfiction) in complete sentences.  II-LS-1:HI-3: sequencing events from read alouds, presentations and conversations in complete sentences.  III-LS-2:HI-4: participating in socio-functional communication tasks using complete sentences.  III-L-2:HI-6: applying contractions in context.  III-L-2:HI-8: associating common/academic language abbreviations and			
*Reading	*60 minutes	Harriet Breeze		This i		9/29/18	
*Writing	*60 minutes	Harriet Breeze		Attach  A  Self-containe	ment  A  ed example)	9/29/18	
*Grammar	*60 minutes	Harriet Breeze	Y	vero agreement (S-V-C).  III-L-1(Q): HI-7: producing Yes/N tense.	o questions in the past progressive ogative sentences beginning with	9/29/18	

<sup>\*</sup> Indicates required information to be included Original Document placed in student's cumulative file.

\*\* Indicates required information to be included Original Document placed in student's cumulative file.

Copy to identified ILLP classroom teacher(s)

Individual Language Learner Plan (ILLP) – Attachment A

midividual Language Learner Fian (ILLF) – Attachment A							
*Student Name:		1234567	· · · · · · · · · · · · · · · · · · ·	200.	BASIC 2/21/17		
*ILLP Teacher Signature/Date:	*ILLP Teacher	Signature/Date:	*ILLP Teache	r Signature/Date:	*ILLP Teacher Signatu		
Ramona Peppers	Helen	ohnson	Ursusa	Smith	xavier wi	tson	
*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**		tandards and licators to be Covered	*Target Date	
*Oral English/Conversation and Vocabulary	*60 minutes	Peppers/ Math	Y N	and affixes to understand IV-L-2:LI-13: analyzing gra		9.29.2018	
*Reading	*60 minutes	Johnson/ Science	(	This : Attack	is the nment	9.29.2018	
*Writing	*60 minutes	Smith/ Social Studies		(departm exan	entalized	9.29.2018	
*Grammar	*60 minutes	Wilson/ Language Arts	N N	IV-L-1 (Q): LI-20: producin beginning with "how."	1 /	9.29.2018	

\* Indicates required information to be included

Revised: June 2013

Original Document placed in student's cumulative file.
cify content area Copy to identified ILLP classroom teacher(s)

\*\* Indicates if content Highly Qualified / specify content area

## IMPLEMENTATION PHASE

## Documenting the ILLP

- Document the ELP Standards/Performance Indicators from Attachment A that are being used to differentiate instruction.
  - Document in lesson plans or elsewhere in the classroom
  - Document daily or weekly
  - Use coding and write out the Performance Indicator
- Document the ELP Standards/Performance Indicators for each time allocation.
  - Oral English Conversation and Vocabulary
  - Reading
  - Writing
  - Grammar

## Classroom Instruction

Instruction should match ILLP Attachment A and Lesson Plans/Documentation.

## Strategies

- Supporting or scaffolding student language development to promote success.
- Interactive lessons with hands-on activities and cooperative learning.
- Look at Resources provided in ILLP Guidance Document.

# ELL Strategies in Science - Guidance Document

- Group Work
- Graphic Organizers
- Prior Knowledge
- Academic Language Scaffolding
- Context Clues
- Realia
- Experiential Learning
- Leveled Questions
- Multiple Intelligences

## **ELL Strategies in**

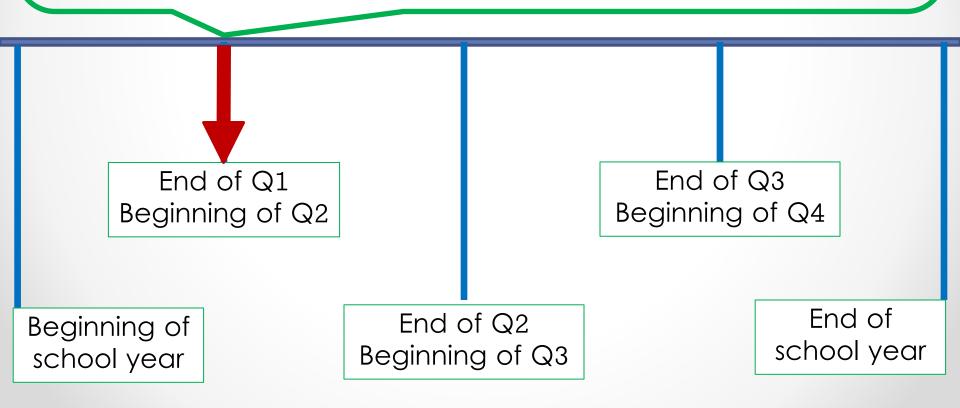
## Social Studies- Guidance Document

- Pre-Teach Reading
- Context Clues
- Word Banks
- Rehearsal Strategies
- Lecture and Note-Taking
- Role Playing
- Artifacts
- Jigsaw
- Graphic Organizers
- Analogies

# ELL Strategies in Math - Guidance Document

- Grouping Strategies
- Discussing and Understanding Word Problems
- Writing Problems
- Deciphering the Language of Math
- Graphic Organizers

At the end of the quarter, I must have data on how the ELL has performed according to the performance indicators listed on the Attachment A. I need to write an Attachment B based on the data and the progress the student has made. Because a new quarter is beginning, I must also review, revise, or rewrite the Attachment A.



## Attachment B

- Identify the assessments being used to inform instruction.
  - o Examples:
    - DIBELS/AIMSweb
    - Unit Tests
    - Benchmark Data
    - Writing Samples
    - Observation Checklists
    - Lab Write-Ups

## ATTACHMENT B SAMPLE

### 3rd Grader

#### ILLP Progress Report - Attachment B

*Name	
*SAIS ID#	

The ILLP will be reviewed quarterly (or in accordance with reporting period) by the teachers identified on the ILLP and after each administration of the AZELLA. Recommendations for any modifications can be made to the ILLP team.

*Quarter: 1	*Date: *Teacher Signature:						
				(Classroom/Language	Arts/English teacher)		
*Formative As:	essments Used	and Results:					
DIBELS - QRF.							
Writing Diagnos		2					
Spelling Tests 3							
Reading Vocab	Quiz 1 - 30%	Quiz 2 - 40%	Quiz 3 - 60%	Quiz 3 - 70%			
Math Unit 1 7	est- 40%	Unit 2 Test- 6	53%	-			
Journal Entries	71%						
Reading Program	n Comprehensi	on Quiz 1 - 40%	Quiz 2 - 40%	Quiz 3 - 60%	Quiz 4 - 60%		
Reading Program	n Unit l Assess	ment 57%	700	700			
*Recommendat	ions: Reading	Change to Low I	ntermediate deco	ding Pls: Writing -	change spelling PIs to		
				nd Vocab – change I			

## ATTACHMENT B SAMPLE

### 8th Grader

\*Name

\*SAIS ID#

#### ILLP Progress Report - Attachment B

		erly (or in accordance with reporting period) by the teachers identified on the on of the AZELLA. Recommendations for any modifications can be made to
*Quarter: 1	*Date:	*Teacher Signature:
		(Classroom/Language Arts/English teacher)
	sessments Used	and Results: Checklist 5 out of 11
Math Vocabular		
Prefix Assessme		
Lang Arts Writin	ng Sample 18/36	(Conventions 3/6)
English Basics U	Jnit Review 77%	(identifying subject 3/5 -identifying predicate 2/5-prepositions 3/10)
Life Science Lab	os 67% (trouble :	with generating questions)
Life Science Un	it Test 54%	
	ry Weekly Notes	
American Histor	ry Civil War Uni	t Test 53% (difficulty with written responses)
American Histor	ry Persuasive wr	iting sample 12/36
American Histor	ry Report 68%	
*Recommendat	fions: Continue	with all 1st quarter PIs, provide student with sentence frames to answer Amer.
History written:	esponses. Add F	I for forming questions to Lang Arts teacher section of Attachment A.

# Reviewing, Revising, or Rewriting Attachment A

Revise any Performance Indicators that have been mastered. New Performance Indicators should then be identified and included, as needed.

### Attachment A After Review

- Based on review:
  - Changes can be documented on original Attachment A

-or-

- Revised Attachment A can be attached to original Attachment A
- Middle/High school Attachment A may need to be revised 2<sup>nd</sup> semester to reflect a student's schedule change

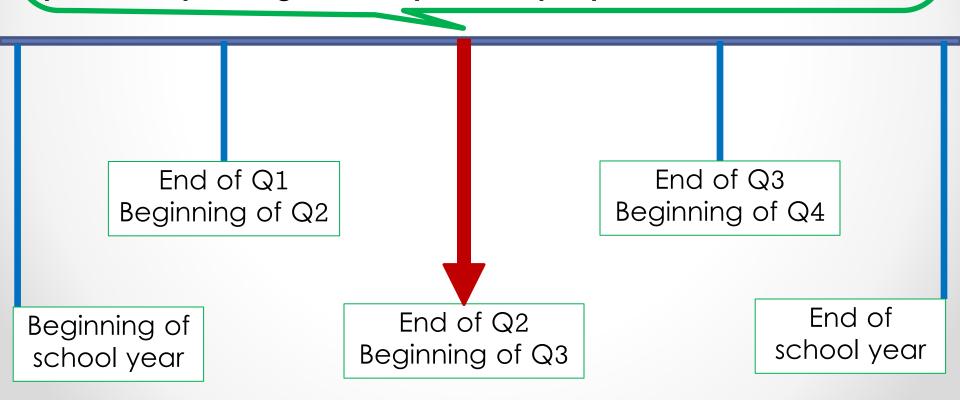
## Revised Attachment A

*Reading	*60 minutes	Second Grade Teacher	Y N	(II-R-4:LI-3) Reading-Comprehending Text. Answering questions about text. (II-R-4:LI-4) Reading-Comprehending Text. Asking questions to clarify text. (II-R-4:HI-5) Reading-Comprehending Text. Sequencing a story or event with a beginning, middle, and end with transition words phrases in complete sentences.  1st Quarter (II-R-4:LI-7) Reading-Comprehending Text. Paraphrasing the main idea and details from text using complete sentences. (II-R-4:LI-8) Reading-Comprehending Text. Locating specific information from external text features of text.  (II-R-2: HI-11) Decoding Reading multi-syllabic words, using syllabication rules.	Dec 2012
*Writing	*60 minutes	Second Grade Teacher	Y N	(II-W-1:LI-3) Writing. Completing a written summary of the key events or ideas of informational text using simple sentences with instructional support (II-W-1:LI-8) Writing. Writing a short response to a literary selection that connects text to self, text to world, or text to other text with instructional support. (II-W-2:LI-3) Writing. Using common spelling patterns (i.e., onset andrimes, word families, and CVC words) regular plurals and simple suffixes (-ings/esly), to spell words. (II-W-3:LI-1) Writing. Generating ideas through teacher-led prewriting activities (e.g., graphic organizers, etc.) and student recording of the ideas.	Oct. 2012 Dec 2012

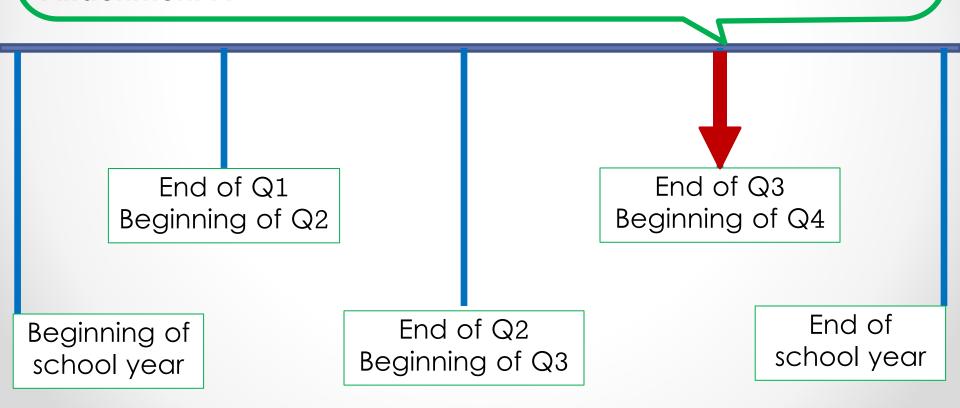
## **New Attachment A**

*Student Name:			*AZELLA Composite Result: Basic *AZELLA Date:			
*ILLP Teacher Signature/Date:			*ILLP Teacher Signature/Date: *ILLP Teacher Signa		ure/Date:	
*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered		*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes	Ms. Brown Third Grade	YN	(III-L-2:HI-4) Vocabulary HI-4: Explaining the meaning and usage of grade-specific academic vocabulary and symbols.  (III-L-2:II-8) Vocabulary LI-8: stating the words represented by common/academic language abbreviations and acronyms. *changed*  (III-LS-1:LI-6) Listening and Speaking LI-6: Responding to comprehension questions by analyzing the content for relationships among facts, ideas, or events using appropriate academic vocabulary.  (III-LS-2: HI-9) Listening and Speaking HI-9: asking questions to clarify ideas and concepts. *changed*  (III-LS-2: HI-6) Listening and Speaking HI-		12/15/201 12/15/201 12/15/201 12/15/201

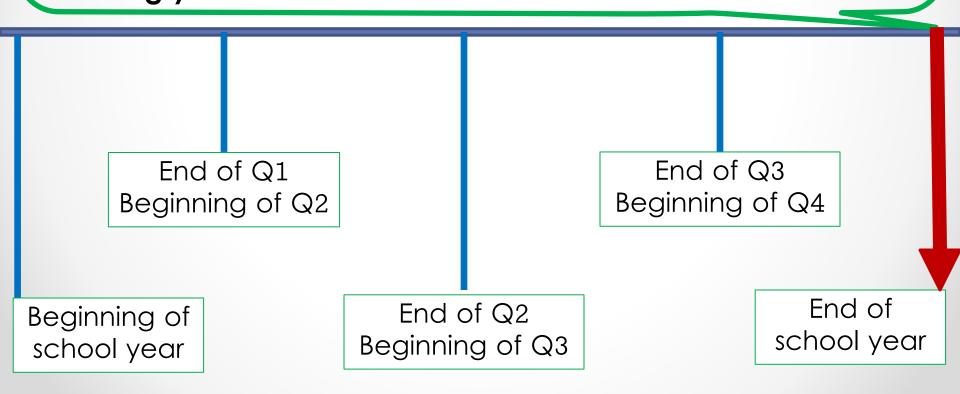
At the end of the quarter, I must have data on how the ELL has performed according to the performance indicators listed on the Attachment A. I need to write an Attachment B based on the data and progress the student has made. Because a new quarter is beginning, I must also review, revise, or rewrite the Attachment A. I should see progress toward language proficiency through mastery of multiple performance indicators.



At the end of the quarter, I must have data on how the ELL has performed according to the performance indicators listed on the Attachment A. I need to write an Attachment B based on the data and progress the student has made. Because there is a new quarter beginning, I must also review, revise, or rewrite the Attachment A.



At the end of the year, I must have data on how the ELL has performed according to all of the performance indicators listed on the Attachment A. I need to write an Attachment B based on the data and progress the student has made. Because the year is over, no more revisions to Attachment A are required. However, this data will benefit the child's teacher for the following year.



# Questions